

Civil Decision Making

**2016 NSBA Federation
Trainers Conference**
Columbus, OH
graciously hosted by
Ohio School Boards Association



Larry Dirks
Field Services Director
Illinois Association of School Boards

Let's go to the Optometrist

Which looks better to you?



This?



Or this?



Civil Decision Making

Civilize – “to bring out of a primitive or savage condition to a higher level”

Webster's New World Dictionary

Civility – “consciously motivated organizational behavior, that is ethical, in submission to a higher power”

Dr. M. Scott Peck, *A World Waiting to be Born: Rediscovering Civility*

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Civil Decision Making

Consider 4 Key concepts to Civil Decision making:

- Trustee Role of the Board – IASB
 - Working on the appropriate things
- Public Values – Dr. Phillip Boyle
 - Recognizing the values in the debate
- Psychological Type – Carl Jung, MBTI®
 - Recognizing the type differences in the debaters
- Discipline to Solve Problems – Dr. M. Scott Peck
 - Respecting a good process

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Leaders

BOARD (Trustee) "Holds the Reins"

WHY?
WHAT?
HOW MUCH?

ENDS (Results)
Core Beliefs
Mission/Purpose
Vision/Direction
Policies

AUTHORIZE (Vote)
(MONITOR)

DIALOGUE

SUPERINTENDENT (Administrator)

HOW?
WHO?
WHEN?
WHERE?

MEANS (Methods)
Strategies
Action Plans
Regulations
Procedures

RECOMMEND
(IMPLEMENT)

Trust Community

Liberty
Community
Prosperity
Equality

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

Discipline

↓

Delay of Gratification

↓

Acceptance of Responsibility

↓

Dedication to the Truth

↓

Balancing

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4 Key Concepts

- Trustee Role of the Board – IASB
 - Working on the appropriate things

Leaders

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4 Key Concepts

- Public Values – Dr. Phillip Boyle
 - Recognizing the values in the debate

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4 Key Concepts

- Psychological Type – Carl Jung, MBTI®
 - Recognizing the type differences in the debaters

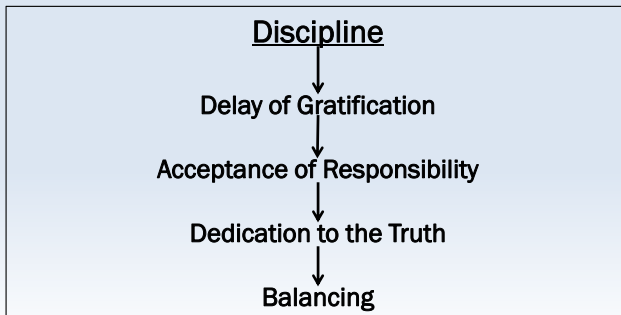
ISTJ	ISFJ	INFJ	INTJ
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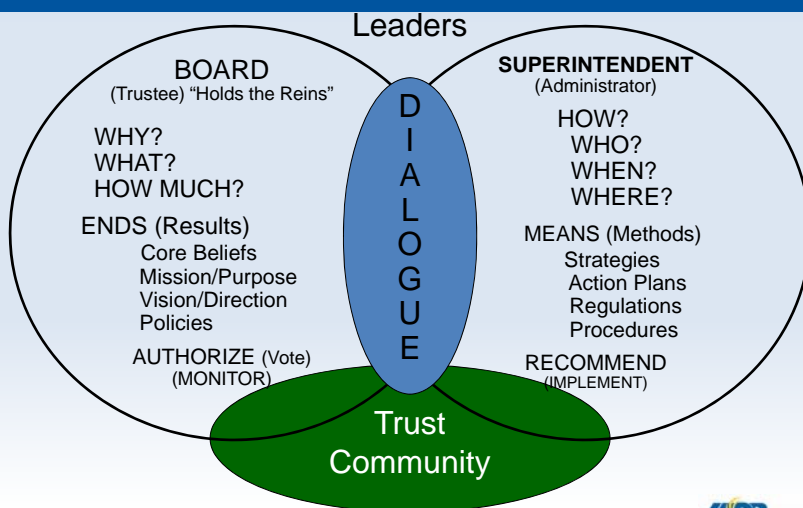
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4 Key Concepts

- Discipline – Dr. M. Scott Peck
 - For solving life's problems



Trustee Role



Trustee Role

Foundational Principles of Effective Governance

1. The Board Clarifies the District Purpose
2. The Board Connects with the Community
3. The Board Employs a Superintendent
4. The Board Delegates Authority
5. The Board Monitors Performance
6. The Board Takes Responsibility for Itself

Trustee Role

Want to Learn More?

The Basics of
Governance



Public Values

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Public Values

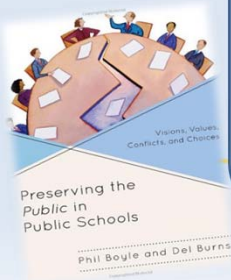
Who is Phil Boyle:

- While at the University of North Carolina at Chapel Hill, he taught in a variety of capacities for elected and appointed public officials and oversaw the School of Public Affairs development programs for newly elected mayors, council members, and county commissioners.
- He also worked closely with the North Carolina Association of County Commissioners and the North Carolina League of Municipalities to design a local elected leaders academy
- Dr. Boyle has served as a public leadership consultant to state and local governments, school districts, community organizations, public universities, and state and national public purpose associations.
- He has published articles about the democratic role of school boards and how elected officials can best transition from campaigning to governing.

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In Local School Governance...



“Conflict and difference are the essence of the democratic process. Leaders cannot decide whether or not to have conflict and difference, but they can decide what to do with them.”

Boyle, P. & Burns, D. (2012). Preserving the Public in Public Schools. Rowman & Littlefield: Lanham Maryland, (p. 150)

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Democracy is Balancing 4 Basic Public Values

Liberty (freedom, choice, opportunity)

**Community
(safety,
security,
quality of life)**

**Prosperity
(economy,
efficiency,
standard of
living)**

Equality (justice, fairness, tolerance)



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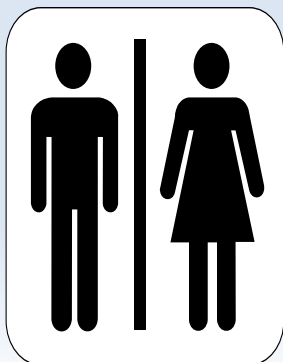
Ways in Which Public Education Promotes **LIBERTY**



- School choice
- Individualized curricula
- Vouchers
- Magnet programs
- Charter schools
- Home schooling

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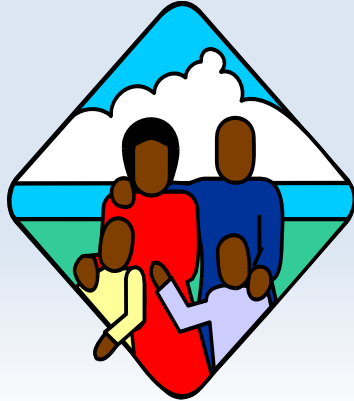
Ways in Which Public Education Promotes **EQUALITY**



- Closing the achievement gap
- Funding equity
- Title IX
- School busing
- Student assignment
- Dress codes and school uniforms

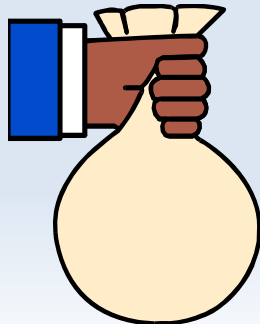
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Ways in Which Public Education Promotes **COMMUNITY**



- Smaller class size
- Smaller schools
- Character education
- Service learning
- Safe schools
- Drug testing
- Teams & clubs

Ways in Which Public Education Promotes **PROSPERITY**



- Performance pay, incentives, bonuses
- Student/teacher testing and measurement
- School-business partnerships
- Work training programs
- Commercial advertising
- Privatization and contracts

We Want Liberty!

- School choice
- Flexible scheduling
- Individualized instruction
- Meet individual student interests
- Plan for different learning styles
- No dress code
- No busing
- Vouchers
- More choices in courses and programs
- Allow students to “find themselves” academically

We Want Equality!

- Same courses, same standards
- Fair student evaluation, fair discipline
- All students obtain HS diploma
- All sports available
- School uniforms
- No school choice
- Sign language as foreign language
- Funding to make all schools equal
- Teach all history and cultures equally
- Every child gets the same education

We Want Community!

- Diversity, respect, resolving conflict
- Better nutrition
- School nurses
- Safe, clean, secure environment
- Smaller classes, lower teacher ratios
- Neighborhood schools, quality not cost
- Adult mentors, community partnerships
- Fewer dropouts, all students successful
- Art, music, citizenship, character education, civics, service learning
- Lighter book bags, bigger lockers, more time between classes

We Want Prosperity!


- Prepare for work and economy through apprenticeship, summer work, cooperative and vocational education
- Corporate support and partnerships
- Curriculum relevant to business
- Focus on computers, science, technology
- Extend school day/year
- Remove discipline problems
- Real-life education, e.g., balancing checkbook, job application, managing money
- Teacher signing bonuses, incentives
- Make schools tax-deductible

School Dress Codes

Liberty Freedom, individuality, choice, artistic expression

Community Reduce social and physical conflict, create social order, sense of community

Equality Reduce social and economic status differences

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Student Drug Testing


Right to privacy

Liberty

Community Safety, social and moral order

Prosperity Return on investment

Equality Fairness, who gets tested?

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#1 – Public Leaders Govern Collectively



- No individual can represent all the values of democracy
- We need a diversity of perspective and opinion

You campaign as an individual
you govern as a team.



#2 – Not Everything in Life Is Subject to Majority Vote



- Some things are too important to decide by simple majority vote;
- School leaders must strive to be representative.

If you're both in the same boat, the other person is less likely to put a whole in it.



#3 - Leaders Do More Than Just Choose Sides



1. There are no "single-value" public problems.
2. No one value is always better.
3. Good decisions promote all values.
4. We need wise school boards.



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Questions to Ask When engaging in Public Values debate

- What are the consequences of choosing one value over another, e.g., are you willing to live with them?
- How much are you willing to give up of one value to get more of another value?
- How should you treat those values with which you disagree?
- How does your choice help achieve the good life in your community, i.e., will it be better with this choice, or just different?

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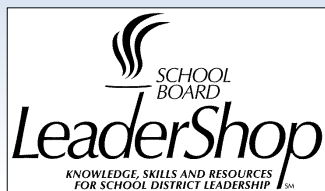
Benefits of Using a Public Values Frame for Board Work

- Allows participants to honor various voices and values without giving up their own commitments;
- Allows for a transparent process (public solutions to public problems);
- A “solution” means finding a proper balance for the values (vs. positions which create winners and losers);
- Facilitates “big” conversations about value-laden public choices and results in an opportunity to create community;
- Acknowledges that we can’t have it all and that the board’s work is about choosing/balancing priorities.

Public Values

Want to Learn More?


The Critical Role of School Boards in a Democracy



Psychological Type

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ


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Psychological Type

Can we talk about our differences?



“I’m tired of ignoring that I march to a different beat.”

Charlie Sheen, Actor


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Psychological Type

Type IS BASED ON...

Carl Gustav Jung's
"Psychological Types"

Swiss psychiatrist (1875-1961)

"Differences between people
are not random, rather they
form patterns – types."



Psychological Type

THE MYERS–BRIGGS TYPE INDICATOR (MBTI®)
WAS DEVELOPED BY

Katharine C. Briggs (the mother)
&
Isabel Briggs Myers (the daughter)
Indicator self-published in 1942



Psychological Type

THE MYERS–BRIGGS TYPE INDICATOR (MBTI®)

Reports some of your key

- Preferences
- Tendencies
- Characteristics

— But not **all** of them

Preference Scales



Extroverting

Energy



Introverting



Sensing

Getting Information (perceiving)



iNtuition



Thinking

Making Decisions (judgement)



Feeling



Judging


Living Preferences



Perceiving


Preference Scale

AND EFFECT ON COMMUNICATION STYLE



Extroverting


Energy



Introverting


<p>Energized By Other People, External Experiences</p> <p>Expresses Thoughts and Emotions Freely</p> <p>Needs relationships</p> <p>Like to think our loud</p> <p>Like to give and receive feedback</p> <p><i>May seem shallow and self serving</i></p>	<p>Energized by inner resources, internal experiences</p> <p>Keeps thoughts and emotions private</p> <p>Needs privacy</p> <p>Needs time to think before expressing opinions</p> <p>May keep strengths hidden...may surprise others</p> <p><i>May seem withdrawn and unfriendly</i></p>
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Preference Scale

AND EFFECT ON COMMUNICATION STYLE



Sensing


Getting Information



iNtuiting


<p>Operates in the here and now</p> <p>Likes details and facts, sequentially</p> <p>See the "trees" quickly</p> <p>Wants brief practical information</p> <p>Get right to the point</p> <p><i>May seem too literal minded and focused</i></p>	<p>Sees possibilities, vivid imagination, creative</p> <p>Prefers theory to fact</p> <p>Quick to see the "forest"</p> <p>Sees and communicates the big picture</p> <p>Likes example and analogies</p> <p><i>May seem like impractical dreamer</i></p>
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Preference Scale

AND EFFECT ON COMMUNICATION STYLE



Thinking


Making Decisions



Feeling


<p>Takes themselves out of the situation</p> <p>Analysis and logic, weigh pros and cons</p> <p>Need for fairness</p> <p>Wants a lot of detail and consistency</p> <p>Analyze and clarify by questioning</p> <p style="color: red; font-weight: bold;"><i>May seem cold and condescending</i></p>	<p>Put themselves into the situation</p> <p>People and harmony are the primary focus</p> <p>Makes decision based on personal values</p> <p>Have difficulty saying "no"</p> <p>Need to be treated personally</p> <p style="color: red; font-weight: bold;"><i>May seem fuzzy-minded and emotional</i></p>
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Preference Scale

AND EFFECT ON COMMUNICATION STYLE



Judging

Living Preferences




Perceiving

<p>Likes to make a plan and follow it</p> <p>Make a decision and move on</p> <p>May resist deviations to the plan</p> <p>Wants structure usually at home AND work</p> <p>Very time and deadline sensitive</p> <p style="color: red; font-weight: bold;"><i>May seem demanding, rigid, and uptight</i></p>	<p>Likes and adapts readily to change</p> <p>Doesn't mind leaving things open</p> <p>Doesn't like to be limited to lists or plans</p> <p>Likes additional information</p> <p>Works by an internal clock, pressure prompted</p> <p style="color: red; font-weight: bold;"><i>May seem unorganized, messy, irresponsible</i></p>
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SO WHEN YOU PUT IT ALL TOGETHER...


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Psychological Type

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

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Psychological Type

Type and Teams

- The more similar the types on a team, the sooner the team members will understand each other; the more different the types, the slower the understanding.
- Groups with high similarity will reach quicker decisions but are more likely to make errors due to inadequate representation of all viewpoints. Groups with many different types will reach decisions more slowly (and painfully) but may reach better decisions because more viewpoints are covered.
- Leadership roles may shift as the tasks to be done require the skills of different types on the team.



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Psychological Type

Type and Teams

- Team members who are opposite on all four preferences may have special problems in achieving understanding; members who share two preferences from each of the opposites may be "translators."
- The person who is the only representative of a preference (e.g., the only Introvert) may be seen as "different" from the other team members.
- Teams that come to appreciate and use different types may experience less conflict.

Psychological Type

Type and Teams

- Teams that are "one-sided" (i.e., have few different types) will succeed if they use different types outside the team as resources or if they make the effort to use their own less-developed functions as required by the tasks. One-sided teams may fail if they overlook aspects of problems that other types would have pointed out or if they stay "rigidly true to type" and fail to use other resources.
- Good decisions will be made when basic facts and realities have been addressed (Sensing), when new possibilities have been discovered (Intuition), when unforeseen inconsistencies and consequences have been exposed (Thinking), and when important values have been protected (Feeling).

Psychological Type

Want to Learn More?



*Looking for powerful board development?
Myers-Briggs Type Inventory (MBTI)
could be your answer.*

How would you describe your board? What is your board professional development plan? If enhanced communication for the board and superintendent governance team is one of your improvement goals, consider a board in-district workshop using the Myers-Briggs Type Inventory (MBTI).

What is the MBTI?

The MBTI is the most widely used personality assessment in the world, recognized by many as the gold standard. Yearly, millions of people gain valuable insight about themselves and the people with whom they work through Myers-Briggs.

How can an MBTI workshop benefit our school board?

An MBTI workshop will help your school board improve working relationships among your board and superintendent governance team. It will also increase productivity and identify leadership and interpersonal communication preferences. Understanding your own preferences will help you to communicate in ways that will allow you to better hear and be heard.

An understanding of the Myers-Briggs types can help your board

<ul style="list-style-type: none"> • Provide better leadership for your district. • Communicate around the board table. • Make good decisions. • Improve board processes. • Resolve conflicts. • Ensure the contribution of each board member. • Enhance relationships with the superintendent. 	<p>The Myers Briggs Type Inventory has great value for all school boards...</p> <ul style="list-style-type: none"> • Boards that are doing well and want to take another step toward great • Boards that are struggling to be a team • Boards that enjoy working with each other • Boards that are locked in conflict
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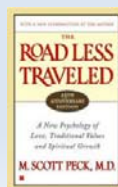


Discipline

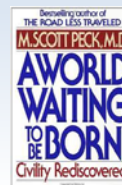
Dr. M. Scott Peck



- [The Road Less Traveled](#)



- [A World Waiting to be Born: Civility Rediscovered](#)



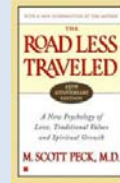
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Discipline

The Road Less Traveled

- Life is difficult
 - Why do we expect it to be any other way?
- Life is a series of problems
 - Do we moan about it or solve them?
- Discipline is the basic set of tools to solve life's problems
- Truth is most often paradoxical
 - Failure to run with both sides of the equation



Discipline

The 4 Tenets (principles) of Discipline

- Delay of Gratification/Time
- Acceptance of Responsibility
- Dedication to the Truth
- Balancing or Bracketing

Discipline

Delay of Gratification

- To get good at something you must take the time
- The law of the farm
- No harvest before the seed is planted and tended
- Life long learning
- Change comes slowly
- Patience.....but with a sense of urgency, perhaps

Discipline

Acceptance of Responsibility

- These are your problems to solve
- Can not solve a problem unless you accept responsibility
- We are responsible for everything and everyone
- But can not be responsible for everything
- Taking too much responsibility = neurosis
- Taking too little responsibility = Character disorder

Discipline

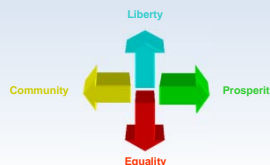
Dedication to the Truth

- Must have an accurate map
- We are not born with accurate maps
- We live with outdated maps
- Life long learning, real data
- Continually defines, articulates, and redefines

Discipline

Balancing or Bracketing

- Truth most often is paradox
- Set aside one's own fears, views, feelings
- To listen, to hear, to understand
- The 5th Habit – Seek first to understand, then.....
- I wonder if it's connected.....?



ISU	ISE	INE	INU
ISTP	ISP	INP	ITP
ESTP	ESP	ENP	ETP
ESU	ES	EU	EU

Civility

A World Waiting to be Born: Civility Rediscovered

- **Civility**– “consciously motivated organizational behavior, that is ethical, in submission to a higher power”
- “There is an illness abroad in the land”



Civility

A World Waiting to be Born: Civility Rediscovered

“Something is seriously wrong.”

“A year earlier, I received a hint as to what is wrong - the nature of the illness involved - when I had the opportunity to meet for four days with the Commissioners of Education of the United States. These Chief State School Officers had gathered together to consider a profound and controversial issue: the teaching of values in public schools. During the first day, we listened to scholars present papers on the history of public education in the United States. I was surprised to learn that in the early days of the nation there had been great and heated debate over whether there even should be public education supported by taxation. The debate was resolved on the grounds that in order to sustain a democratic society, public education was required for the widespread teaching of civics.”

Civility

[A World Waiting to be Born: Civility Rediscovered](#)

“By civics, our leaders two hundred years ago meant something far broader than a simple intellectual knowledge of the Constitution and legislative processes. Primarily they meant a deep-seated set of values that would be a foundation for responsible citizenship—values encouraging interest and involvement in large social issues as opposed to mere self-centeredness, values necessary to maintain the health of democracy.”

Civil Decision Making

References:

- [Boards That Make a Difference](#), John Carver
- [Preserving the *Public* in Public Schools](#), Phil Boyle and Del Burns
- [MBTI® Guide](#), Isabel Briggs Myers, Mary H. McCaulley, Naomi Quenk, and Allen L. Hammer
- [The Road Less Traveled](#), Dr. M. Scott Peck
- [A World Waiting to be Born: Civility Rediscovered](#), Dr. M. Scott Peck